

Review Form

Data Report Item 6. Percent of Exited Students Who Dropped Out (Grades 7-12)

Item No	Compliance Test	Compliance Standard	Legal Citations	Other Guidance	Compliant	Noncompliant	Not Applicable	Comments
3-6-1	For students beginning at age 14, or younger if appropriate, and annually thereafter, does the IEP contain a statement of transition service needs of the student in his/her courses of study such as advanced placement courses or vocational education?	Must be documented in the transition section of the IEP for all students with disabilities 14 years old, or younger if appropriate.	20 USC 1414(d)(1)(A)(vii)(I) 34 CFR 300.347 (b)	The IEP must contain a statement of needed transition services that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program)				
3-6-2	For students at age 16 or younger, if appropriate, does the IEP describe needed transition services?	Must be documented in the transition section of the IEP for all students with disabilities 16 years or younger, if appropriate.	20 USC 1414(d)(1)(A)(vii)(II) 34 CFR 300.347 (b)	The IEP must contain a statement of needed transition services that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program)				
3-6-2.1	* Are transition services designed within an outcome-oriented process - promoting movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?	Student's post-school goals must be documented in the IEP and the transition services must reflect those goals.	20 USC 1402 (30) 34 CFR 300.29	Look for the courses of study that support the student's post school goals.				
3-6-2.2	* Are transition services reviewed annually?	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.347 (b)	Look in the student record for evidence that the IEP is updated annually regarding transition services. Check the prior year IEP to examine changes from the prior year.				

Review Form

Data Report Item 6. Percent of Exited Students Who Dropped Out (Grades 7-12)

Item No	Compliance Test	Compliance Standard	Legal Citations	Other Guidance	Compliant	Noncompliant	Not Applicable	Comments
3-6-2.3	* Do transition services promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look on the transition plan for the student's post-school goals after high school. Can staff describe transition services as a coordinated set of activities that is designed as an outcome oriented process, that promotes movement from school to post school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?				
3-6-2.4	* Are transition services based on the individual student's needs, taking into account the student's preferences and interests?	Must be documented in the student's IEP.	20 USC 1402 (30) 34 CFR 300.29	Look for evidence that transition services are based on the individual student's needs taking into account the student's preferences and interests.				
3-6-2.5	* Does the IEP include a statement of the needed transition services in all required areas?	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look in the IEP for activities, services, annual goals and short term benchmarks or objectives in the IEP that support post-school goals. Can staff describe the various transition service areas of... instruction, related services, community experiences, employment development, other post-school adult living objectives and if appropriate, daily living skills and functional vocational evaluation?				

Review Form

Data Report Item 6. Percent of Exited Students Who Dropped Out (Grades 7-12)

Item No	Compliance Test	Compliance Standard	Legal Citations	Other Guidance	Compliant	Noncompliant	Not Applicable	Comments
3-6-2.5.1	* Instruction,	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look for the student's attendance at the IEP, interview or interest inventories.				
3-6-2.5.2	* Related services,	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.3	* Community experiences,	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.4	* Development of employment,	Must be documented in student record	20 USC 1401 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals.				
3-6-2.5.5	* Post-school adult and living objectives, and	Must be documented in student record	20 USC 1401 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.6	* If appropriate, daily living skills and functional vocational evaluation?	Must be documented in student record	20 USC 1401 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.7	* The interagency responsibilities or any needed linkages to implement the transition activities?	Must be documented in student record	20 USC 1414(d)(1)(A)(vii)(II) 34 CFR 300.347(b)(2)	Look in the transition section of the IEP for services to support the post school goals, including, if appropriate, a statement of interagency responsibilities or any needed linkages				
4-1-9	Is a student transferring into the district immediately placed in a district or agency program in conformity with the student's IEP (unless the parent agrees otherwise) for a period not to exceed 30 days before a new IEP is developed?	Must be documented in student record	30 EC 56325(a)	Review the IEP from sending district, date on interim administrative placement, date on request for confidential record, date on notice of assessment plan, date on notice of IEP team meeting.				
5-1-3.10	* Does the IEP team consider state special schools?	IEP must include an explanation of the extent to which the child will not participate in the regular class and in nonacademic and extracurricular activities	20 USC 1412(a)(5) 34 CFR 300.551 30 EC 56361(f)	Is there a statement on the IEP that lists the options that were considered and why those options were rejected?				